

Word Boxes Manual

Intervention Summary:

The Word Boxes Intervention is to increase phonemic awareness, phonics, and spelling skills in students. This intervention is done in three phases, one for each skill. Each phase separates the words being used into sections/boxes, then the student uses counters, letters or spells the word out. This intervention is aimed at students in Kindergarten through 2nd grade. It can be used individually, in small groups, or in a whole classroom setting.

Materials Needed:

For Intervention:

Magnetic Board
Magnetic Letters
Dry Erase Board
Dry Erase Markers
Paper Towels
Small magnets for counters

For Benchmarking:

AIMSweb or DIBBELS Early Literacy probes
Stopwatch
Pencil

Procedures:

Obtaining Baseline Data

Baseline is collected from the Curriculum-Based probes, the school currently uses. The data is collected from the Early Literacy benchmark probes that are given to the students. Three data points is the minimum to get a fairly accurate baseline for the student. After the baseline data have been collected, plot the data along with the goal line on the chart and give to the teacher so he/she can plot the weekly progress monitoring data.

Intervention Steps

Phase 1: Segmenting Sounds

1. Teacher hands out magnetic boards to each student. The board is divided into sections according to the number of sounds presented in the word.

2. A word is placed above the connected boxes on the magnetic board. In some instances, a picture may be used when it can provide an accurate representation of the word.
3. The students are given counters (small magnets) that are to be placed below the divided sections of the board.
4. The number of counters should correspond to the number of divided sections on the board.
5. The teacher models the task by saying the word slowly and placing counters in the respective divided sections of the board (one per sound).
6. Students place counters in the divided sections of the board while the teacher says the word slowly.
7. The students may then chorally articulate a word and place counters in the respective sections.
8. These steps are repeated for each word.

Phase 2: Letter to Sound Matching

1. The counters are replaced with magnetic letters.
2. Students say the sounds of the word slowly and place the magnetic letters in the divided sections of the board.
3. These steps are repeated for each word.

Phase 3: Spelling

1. The magnetic letters are replaced with dry erase markers and the magnetic board is replaced with the dry erase board.
2. The students write the letter of the word in the divided sections as they sound out each word slowly. The paper towel is used after each attempt to clean the board.
3. When students understand one-to-one correspondance between letters and sounds through writing, the sections of the board are represented as drawn dotted lines rater than solid lines, to fade part of the support structure.
4. Eventually the lines are removed and the students are asked to write words on the board as the teacher presents them.
5. These steps are repeated for each word.

Progress Monitoring:

Progress monitoring will be accomplished by using AIMSweb or DIBBELS early literacy probes. The data should be assessed weekly to monitor the student's progress. Review the progress monitoring data each week. If the progress monitoring data points are below the goal line three times in a row, the intervention plan needs to be reviewed to determine if changes in the intervention or goal need to be made.

Intervention Implementation Checklist:

- Was each student given a magnetic board with the proper sections on it?
- Is the word being used above the student's board?
- Did the students get the correct number of magnets that correspond with the sections?
- Did you model the word placing the counters in the sections?
- Did the students say the word out loud as they placed the counters in the right sections?
- Were the students given magnetic letters to replace the magnets?
- Did the students say the word out loud as they placed the correct letters in the sections?
- Were the magnetic boards and letters replaced with the dry erase board and markers?
- Did the student write the correct letter in the section as they sound out the word?
- Was the dry erase board wiped after each word.

Alternate Ideas/Variations

This intervention could be accomplished with peer tutoring instead of a teacher/aide implementing the intervention. This intervention could also be used for other grades, as long as the student is having early literacy issues.

Based On:

Joseph, L., (2002). Helping Children Link Sound to Print: Phonics Procedures for Small Group or Whole Class Settings. *Intervention in School and Clinic*, 37, 217-221.

Joseph, L., (2000). Using Word Boxes as a Large Group Phonics Approach in a First Grade Classroom. *Reading Horizons*, 41, 117-127.

Joseph, L. M. (2002). Facilitating Word Recognition and Spelling Using Word Boxes and Word Sort Phonic Procedures. *School Psychology Review*, 31(1), 122.

[illegible]

Student Name_

Tier

Baseline date

Completion date.

Weeks